

SEVENTEENTH ANNUAL REPORT

OF THE

COLUMBIA INSTITUTION

FOR

THE DEAF AND DUMB

FOR

THE YEAR ENDING JUNE 30, 1874.



WASHINGTON:
GOVERNMENT PRINTING OFFICE
1874.

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OFFICERS OF THE INSTITUTION.

Patron.—ULYSSES S. GRANT, President of the United States.

President.—EDWARD M. GALLAUDET, Ph. D. LL. D.

Secretary.—WILLIAM STICKNEY, Esq.

Treasurer.—GEORGE W. RIGGS, Esq.

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COLLEGE FACULTY.

President and Professor of Moral and Political Science.—EDWARD M. GALLAUDET, Ph. D., LL. D.

Professor of Mental Science and English Philology.—SAMUEL PORTER, M. A.

Professor of History and Ancient Languages.—EDWARD A. FAX, M. A.

*Professor of Modern Languages.**— — — — —

Professor of Natural Science.—REV. JOHN W. CHICKERING, JR., M. A.

Professor of Mathematics and Chemistry.—JOSEPH C. GORDON, M. A.

Tutors.—J. BURTON HOTCHKISS, M. A.; AMOS G. DRAPER, B. A.

Lecturer on Natural History.—REV. WILLIAM W. TURNER, Ph. D.

Instructor in Art.—PETER BAUMGRAS.

FACULTY OF THE PRIMARY DEPARTMENT.

President.—EDWARD M. GALLAUDET, Ph. D., LL. D.

Instructors.—JAMES DENISON, M. A., Principal; MELVILLE BALLARD, M. S.; MARY T. G. GORDON.

Instructor in Articulation.—REV. JOHN W. CHICKERING, JR., M. A.

Instructor in Art.—PETER BAUMGRAS.

DOMESTIC DEPARTMENT.

Attending Physician.—N. S. LINCOLN, M. D.

Matron.—MISS ANNA A. PRATT.

Assistant Matron.—MRS. ELIZABETH L. DENISON.

Master of Shop.—ALMON BRYANT.

* The duties of this professorship are for the present discharged by the professor of history and ancient languages.

SEVENTEENTH ANNUAL REPORT

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COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

COLUMBIA INSTITUTION FOR THE
INSTRUCTION OF THE DEAF AND DUMB,
Kendall Green, near Washington, D. C., October 28, 1874.

SIR: In compliance with the acts of Congress making provision for the support of this institution, we have the honor to report its progress during the year ending June 30, 1874.

NUMBER OF PUPILS.

The pupils remaining in the institution on the 1st day of July, 1873,	
numbered	80
Admitted during the year.....	18
Since admitted.....	15
	<hr/>
Total.....	113

Under instruction since July 1, 1873, males, 97; females, 16. Of these, 59 have been in the collegiate department, representing twenty-one States and the Federal District, and 54 in the primary department. A list of the names of the pupils connected with the institution since July 1, 1873, will be found appended to this report.

HEALTH OF THE INSTITUTION.

Excellent health has been enjoyed by the pupils in general during the year now under review. No prevailing disease has made its appearance in the institution, and, with one exception, no serious illness has occurred since the date of our last report.

DEATH OF EDWARD STRETCH, OF INDIANA.

In the fatal termination of the single case referred to the institution sustained a serious loss, and a wide circle of loving friends was most deeply afflicted.

Edward Stretch, of La Fayette, Ind., a member of the senior class in the college, who died on the 14th of February last, was a young man of uncommon ability and promise.

After losing his hearing at nine years of age, under an attack of cerebro-spinal meningitis, he entered the Institution for the Deaf and Dumb at Indianapolis, where he remained five years as a pupil.

In September, 1870, he joined the freshman class of our college, and took a high stand as a scholar from the beginning of his course here.

He preserved a spotless record in morals as well as in scholarship,

and had he been permitted to graduate, would have received the highest honors the college could bestow.

Before entering college, Mr. Stretch made public acknowledgment of his obligations to his Maker, and having lived a Christian life, he had no fear in his death.

DEATH OF VOLANTINE HOLLOWAY, OF INDIANA.

It was a sad and touching co-incidence that the death of Mr. Stretch should have been preceded only two weeks by that of his intimate friend and fellow-student, Volantine Holloway, also of Indiana, who graduated from our college in June, 1873.

Mr. Holloway was also a young man of high character and great promise. Having graduated here with honor, he had entered the profession of teaching the deaf and dumb in the institution of his native State, Indiana. He was permitted to labor but a few weeks, however, when he was stricken down by the disease which ended his life. He, like his friend, lived and died a Christian.

The names of these two young men will ever be honored in the college of which they proved themselves such worthy members, and though they have been removed from earth, before they could make any extended record for themselves as men, the power of their example will live and work in the minds and lives of the many who knew and loved them here.

THE COURSE OF STUDY.

The courses of study pursued in the several departments have remained essentially the same as in previous years. The following schedules will show the branches taught and the text-books used in the respective classes:

IN THE PRIMARY DEPARTMENT.

During the first and second years of instruction: Elementary Lessons for the Deaf and Dumb, by Harvey Prindle Peet, LL. D.; First Lessons for the Deaf and Dumb, by John R. Keep, M. A.; the School Reader, part first, by Charles W. Sanders, M. A.

During the third and fourth years: Lessons for Children, by Mrs. Barbauld; Reading without Tears, part second, by Mrs. Mortimer; Felter's Primary Arithmetic; Primary Geography, by Fordyce A. Allen, M. A.

During the fifth and sixth years: Primary History of the United States, by G. P. Quackenbos, A. M.; Common School History of the World, by S. G. Goodrich; First Lessons in English Grammar, by Simon Kerl, M. A.; New Intermediate Geography, by S. Augustus Mitchell; Felter's Intermediate Arithmetic.

Instruction is given through the whole course in the structure of the English sentence, and in penmanship according to the Spencerian system.

IN THE COLLEGIATE DEPARTMENT.

Studies of the preparatory class.

Mathematics.—Eaton's Grammar School Arithmetic; Loomis's Treatise on Algebra, (through quadratic equations.)

Physical geography.—Warren's Physical Geography.

History.—Lossing's Common School History of the United States.

Natural Philosophy.—Peck's Ganot's Natural Philosophy.

English.—Kerl's Common School Grammar; Berard's History of England; original compositions.

Latin.—Allen's Latin Grammar; Allen's Latin Lessons; Caesar's Commentaries.

Studies of the freshman class.

Mathematics.—Loomis's Treatise on Algebra; Loomis's Geometry.

English.—Kerl's Common School Grammar, (reviewed;) Berard's History of England; original compositions.

Latin.—Sallust; Cicero's Orations; Allen's Latin Grammar.

* *Greek*.—Boise's First Lessons in Greek; Hadley's Greek Grammar; Xenophon's Anabasis.

Studies of the sophomore class.

Mathematics.—Loomis's Conic Sections; Loomis's Plane and Spherical Trigonometry and Surveying.

Botany.—Gray's School and Field Book of Botany.

Chemistry.—Cooley's Chemistry, with lectures.

Latin.—Virgil's *Æneid*; Odes of Horace.

* *Greek*.—Homer's *Iliad*.

History.—Thalheimer's Manual of Ancient History; Thalheimer's Medieval and Modern History.

English.—Trench's English Past and Present; original compositions.

Studies of the junior class.

Mathematics.—Snell's Olmstead's Natural Philosophy; Loomis's Treatise on Astronomy.

Chemistry.—Laboratory Practice, with lectures.

Mineralogy.—Dana's Manual of Mineralogy.

Geology.—Steele's Geology.

French.—Prendergast's Mastery Method; Otto's French Grammar; Souvestre's Philosophie sous les Toits; Erckmann-Chatrian's Romans Nationaux; Racine's *Athalie*.

* *Greek*.—Demosthenes on the Crown.

History.—Guizot's History of Civilization.

English.—Bain's Rhetoric; original compositions.

Studies of the senior class.

Geology.—Dana's Text-book of Geology.

Physiology.—Brown's Anatomy and Physiology.

German.—Prendergast's Mastery Method; Whitney's German Grammar; Whitney's German Reader; Fouqué's Undine; Lessing's *Minna von Barnhelm*; Schiller's *Wilhelm Tell*.

Mental Philosophy and Logic.—Porter's Elements of Intellectual Science; Jevons's Logic.

English.—Shaw's Manual of English Literature; original compositions.

Moral Philosophy and Evidences of Christianity.—Haven's Moral Philosophy; Butler's Analogy.

Political Philosophy.—Perry's Political Economy; Woolsey's International Law.

Æsthetics.—Bascom's Elements of Beauty.

Instruction in book-keeping and in drawing and painting is given to those who desire it.

Instruction in articulation is given to those who desire it, and are found to possess such natural aptness for correct vocalization as seems to justify the great expenditure of time and labor essential to any satisfactory progress.

ADDITIONS TO THE LIBRARY.

A very valuable addition to our library has recently been secured by the purchase from the executors of the late Dr. Charles Baker of a large collection of books relating to the instruction and treatment of the deaf and dumb.

Dr. Baker was engaged in the profession of deaf-mute instruction for more than half a century, and was for forty years head-master of the Yorkshire Institution, situated at Doncaster, England.

Publications in many languages and of greatest variety are included in this library, which numbers more than three hundred volumes; and we feel that the profession in this country may congratulate itself that such a rich prize has been secured to America.

It is our purpose, in the next annual report, to publish a descriptive catalogue of Dr. Baker's collection, in order that all interested may be informed as to the contents of our library so far as they relate to the instruction of the deaf and dumb.

EXERCISES OF PRESENTATION-DAY.

Following the traditions and precedents of other American colleges, our collegiate department has for five years had its commencement-day, the distinguishing feature of which consists in the public exercises of the graduating class.

This occasion has, time out of mind, occupied the closing day of the academic year in American colleges.

Its observation in our institution was attended with not a few inconveniences and drawbacks, some of which would doubtless be found to exist in all colleges.

The preparations for the exercises of commencement-day have necessarily been made under the enervating effects of the first heat of summer; they have come in connection with the closing examinations of the academic year, and the final examinations of the graduating class. The day itself, the last Wednesday in June, more likely to be excessively hot than otherwise, is only reached after very many whom it is important to interest in the college have left the city for the summer.

These considerations, and some others which it is not necessary to state, led the faculty of the college to make the experiment of substituting a new occasion in place of the time-honored "commencement."

It was decided to hold the annual public exercises of the college just after the close of the second term, and to call the anniversary presentation-day.

The order of proceedings was made to differ from that of commencement only in this, that no valedictory addresses were called for; and instead of the conferring of degrees, the members of the senior class were presented by the faculty to the board of directors as suitable candidates for degrees, this act suggesting the name of the day.

The formal conferring of degrees would take place, under this new

plan, at the close of the academic year, and be accompanied by no other public exercises than the valedictory addresses.

On the 15th day of April last the exercises of our first presentation-day were held in the hall of the institution.

The executive department of the Government was represented by the honorable Secretary of the Interior, Columbus Delano, and the Assistant Secretary, Gen. B. R. Cowen. The Senate of the United States was represented by Hon. Lot M. Morrill and Hon. Hannibal Hamlin, Senators from Maine, and Hon. George F. Edmunds, Senator from Vermont. From the House of Representatives there were Hon. Henry L. Dawes, of Massachusetts, Hon. William E. Niblack, of Indiana, and Hon. D. W. Gooch, of Massachusetts.

A large number of spectators assembled to witness the exercises, and the success of the occasion was so complete as to lead the faculty to be well satisfied with the new arrangement.

After prayer by Rev. Byron Sunderland, D. D., Chaplain to the Senate of the United States, dissertations as follows were delivered by the undergraduate candidates for degrees:

MONEY: By John Wilkinson, Lowell, Mass.

GENIUS: By Frank C. Davis, of Massachusetts.

THE PURSUIT OF KNOWLEDGE FOR ITS OWN SAKE: By Edward L. Chapin, of the District of Columbia.

The following orations were then delivered by two graduates of the college, both members of the first class graduated (in 1869) from the full course of study, and now candidates for the degree of Master of Arts:

THE EDUCATIONAL IMPORTANCE OF READING.

By J. BURTON HOTCHKISS, B. A., WASHINGTON, D. C.

The most acute and earnest thinkers of our day have said that the great want of the mass of people is the ability to read. This is affirmed in face of the fact that the printing-press is annually casting upon the market many thousand copies of new books, while the twelve thousand periodicals in our language are daily pouring forth their millions of printed sheets to feed the avidity of the reading public.

A brief analysis, however, convinces us of the soundness of the assertion, for we observe it to be a general rule that the lighter and more worthless the character of the periodical the greater is its circulation; and the best recommendation of a book is that it meets the fashion, not that it possesses accuracy and a clear condensation of fact and fancy; is written in language suitable to the thought, and bears thoughts worthy of choice language. Genuine reading is known to very few people; that which the vast majority call reading is nothing but a kind of book-gossip, an intellectual dram-drinking, that, ultimately, is very injurious to the mind's digestion. It is this, I presume, which induces Isaac D'Israeli to say that what we now want is an art to teach how books are to be read, and leads Emerson to think that no chair is so much needed in our colleges as a professorship of books.

A youth is not dismissed from school or college a finished man. The object of his training there, justly viewed, is not to make him a learned man, but only to discipline him for future study; only to fit him to take his education into his own hands. It is to form, not to inform his mind; and, although there is no process of formation that does not imply information, his attainments in any branch of knowledge depend mainly on what he reads after all manner of professors have done their best for him; after he has graduated from school and college and entered upon a course of study in that only true university—a collection of good books. His scholarship is the growth of his maturer life, and all of our scholars are, in this sense, self-made.

If, then, so much depends upon reading; if, as Carlyle characteristically says, "all that a university or final highest school can do for us is but what the first school began doing—teach us to read," it follows that the more specific and precise our training in the use of books, the greater will be our attainments. And, if reading is of so much importance to those who are in the possession of all their senses, and of the advantages springing therefrom, shall I not be pardoned for asserting that the want exists in double intensity for those who are deaf? And yet, how few of the graduates of our schools for the deaf and dumb are sent out with a love of reading instilled into

their minds, with a hungering after that book-life, which is not to be their chief, as among hearing people, but must be their *only* means of self-education! How few, even, have a sufficient command of the English language to enable them to read with either pleasure or profit!

I suppose that, to read with any satisfaction any work in any language, we should be able to give our attention to the ideas that it conveys, without being embarrassed or confused by a want of familiarity with the machinery through which they are imparted. It will not be for love of reading, or for mere pleasure, that we shall pursue our task, if every sentence brings a new necessity to turn over our dictionaries, or to reason out a probable meaning by the application of the rules of syntax. And yet, I think it will be readily acknowledged, by those who are familiar with the deaf and dumb, that there are few, among the just graduated of our institutions, where the language of signs is used, who are able, without such embarrassments, to read an English classical author whose style is simple and lucid.

The reason for this marked and deplorable deficiency is not far to seek. The person deaf from birth, and educated by the sign-method, is a foreigner to his mother-tongue. Signs have been made his natural language by his education, and he thinks in signs. When he is framing an answer, or giving expression to his thoughts, his ideas spring up before his mental vision as signs. If he is required to reduce his thoughts to writing, he first goes through an inward pantomime, and then translates that into the best English he can command; just as you, if imperfectly acquainted with a foreign speech, first think in your native tongue and then put your thoughts in the language required. If the deaf-mute is reading, there is a miniature man in his head who gives all the prominent words of the book in pantomime; or the reader is observed to place the book open before him and aid his comprehension by the gyrations of his own arms. Although the deficiency in written language and the peculiarities which I have noticed belong almost entirely to those graduates who are born deaf, there are cases of youths, who have not become deaf until they have mastered most of the idioms of their native speech, and yet, they have been so changed by almost exclusive association with sign-makers that their written language is replete with those peculiar blunders technically called deaf-mutisms; and, in studying their lessons, they sign them off to themselves in the manner indicated.

When we remember that the sign-language is a language of pictures; a language that has an unmitigated contempt for anything like a definite and fixed order in the arrangement of its symbols for ideas; a language that, in practical use, knows no articles, but few prepositions, and fewer inflections, and hopelessly confounds adverbs and adjectives—when we remember all this, we cannot wonder that, when wishing to say that “a gentleman’s house is large and of fine marble,” a deaf-mute is guilty of the absurdity of writing that, “house gentleman’s white large teeth cleans.” It is not to be wondered at, I say, because he writes but what signs tell him; and signs are so inextricably interwoven into his ideas that he often presents a case of mental idiosyncrasy, like that of the gentleman mentioned by Doctor Abercrombie, who, from having long superintended the packing of tobacco on a southern plantation, had got tobacco and hogsheds inseparably joined in his mind, and always, unwittingly, called his snuff-box a hogsheds.

It is not my purpose to depreciate the value of the sign-language in deaf-mute education, or to underrate the results it has accomplished; for, if I mistake not, it is generally acknowledged by teachers of all systems of deaf-mute education, that signs are absolutely necessary to awaken ideas, to open avenues of thought to the benighted mind of the deaf-mute. They have been well compared to the scaffolding which the safe builder uses to rear the wonderful fabric of a cultured mind, to be torn down when the walls are finished and thrown aside as useless lumber. But in practice this far from expresses the truth; and here we come to the mistake that has made a forerunner of the deaf-mute. Instead of being the instrument of opening avenues to the mind, the sign-language has become the principal avenue and vehicle by which knowledge is brought to the mind. Instead of being torn down as a useless scaffolding, that disfigures the beautiful and stately proportions of a finished intellect, the builders have incorporated it with the structure, and it is impossible to remove it; and there it stands, while the building remains, warping the mind that dwells therein, obstructing its view, and distorting the fair proportions of all the world. Should any, by accident, detect the just beauties that exist behind this deformity, and seek to gain entrance to the building, he must become a hod-carrier and clamber up the clumsy scaffolding. How few are gifted with the skill and patience necessary to accomplish this feat; and how isolated from the rest of mankind is the soul that dwells therein!

The inability to drop signs when the pupil leaves school is the natural result of the manner in which they are employed there. The first day of the child in school is spent in teaching him the signs for “hat,” “cat,” “dog,” “pig,” &c., and nearly all of his subsequent information is given him in signs. He is not only allowed to use signs upon all occasions, and in all the relations of his school-life, but he is rather encouraged to do so. And, if any attempt were made (and none is made) to induce him to cast

them aside when he leaves school, such an attempt would be futile. Can your native speech be eradicated from your minds by any power on earth? Can you forget the language in which you lisped, which is the woof that binds together the warp of all the tender memories and sweet associations of your youth, in school and college and at home, and through which all the fresh wonders of this fair world and all knowledge have come to you? No; it cannot be. As soon, then, expect the deaf-mute to cast aside his language as useless lumber. It is an impossibility. We must apply a remedy elsewhere. We must go to the root of the evil. The use of signs in the schools must be greatly reduced, or they must be made to conform to spoken language, and every word must have its particular sign. This latter requirement is perhaps impossible, and the only alternative is to fall back on written language and make reading a *sine qua non* of the course of instruction. By the discipline of a rigorous course of reading alone can the deaf-mute be familiarized with the idioms of his mother tongue, and made to think in the language which is to be of daily use in ministering to his necessities and to his self-improvement.

It is not properly within the scope of this address to lay down at length specific principles for guidance in teaching our youth how to read properly, but I may remark that, however much I should rejoice, for the sake of their happiness and contentment, to see deaf-mutes possessed of a love of reading of almost any kind, it is not my intention to urge that they should be taught to read indiscriminately, or, in other words, unprofitably.

Solomon has complained that "of the making of many books there is no end," and the plaint is echoed by Lord Bacon and re-echoed by our own times; and the multitude of worthless books makes it essential that the student who is to become a self-educator should know how to elect his reading. If he can, by a little preliminary study of the title, the preface, and the table of contents, obtain an insight into the character of a book, much valuable time will be saved and much injurious reading avoided. There exists a sentiment which is entirely too common, that everything should be read, and everything read only once. This is productive of a sham culture which tends to the depreciation of learning; and it is essential that our youth should, without a pedantic exclusion of lesser and lighter matters, be led to read the best books, and begin again when the series is ended, for there is no culture like that of one who loves reading and has only the best books to read. *Multum, non multa*. Bacon advises us to read to "weigh and consider," and it is a requisite of all true knowledge, that we try as hard as we can to take in the whole meaning of what we read, and, as a consequence, we should put aside, until the student is further advanced, those books which he cannot understand. They but cumber his mind with useless lumber.

We have the assurance that books, thus read, "give growth to youth, pleasure to age, delight at home, make the night go by, and are friends for the road and the country," as these words tell us they did one thousand nine hundred years ago. And if it is any part of the duty of our institutions to provide for the future happiness of their *élèves*, by seeking to make their isolation less complete, by giving them resources of contentment and enjoyment for those periods of their lives when the loss of hearing has the effect to make them as much hermits as if they lived in the mountains of Thibet; if it is any part of their duty to give them a shield, that is proof against the many temptations which continually beset them, it is their duty to teach them to read aright; to enable them to profit by the writings of the illustrious men—

"That fill
The spacious times of great Elizabeth
With sounds that echo still."

and delve in the rich stores of thought laid up by the great writers of later times.

Only when this duty is fulfilled can we hope to see the peculiarities vanish which now distinguish the deaf and dumb as a class. Then only can we hope to accomplish effectually their restoration to society, and justly expect them to become more intelligent citizens, well prepared to take upon themselves the responsibility which is theirs as members of a great republic. And it is not till then that we can look to the labor of their brains and the culture of their hearts for great results in science, religion, and philanthropy.

To this end, then, I dedicate these remarks, not in the belief that they will accomplish the object desired, but in the hope that they will, at least, induce some of my fellows to enter earnestly into that book-life to which I have referred.

CHEAP CURRENCY.*

By JOSEPH G. PARKINSON, B. A., WASHINGTON, D. C.

*A copy of the oration will be furnished as soon as practicable

President Gallaudet then delivered the following address, giving a brief sketch of the results of ten years' labor since the founding of the college :

OUR FIRST DECADE.

On the 8th of April, 1864, Abraham Lincoln, then President of the United States signed the following act of Congress :

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the board of directors of the Columbia Institution for the Instruction of the Deaf and Dumb and the Blind be, and they are hereby, authorized and empowered to grant and confirm such degrees in the liberal arts and sciences to such pupils of the institution, or others, who, by their proficiency in learning or other meritorious distinction, they shall think entitled to them, as are usually granted and conferred in colleges, and to grant to such graduates diplomas or certificates, sealed and signed in such manner as said board of directors may determine, to authenticate and perpetuate the memory of such graduation."

When this act was before the Senate for consideration its passage was objected to on the ground that the measure proposed was without precedent. A distinguished Senator opposed the bill because "it would empower this institution for the education of deaf-mutes to confer degrees in the arts and sciences the same as in Harvard University or Yale College."

Another prominent Senator said : "I think it will rather make the institution ridiculous to give it the power to confer literary or scientific degrees, whereas I think it would be very proper to give it the power to confer some degree that may be framed or invented for the deaf and dumb."

But there were Senators who well understood the purpose of this institution to establish a department of so high a grade that its graduates might properly receive degrees in the arts and sciences.

These gentlemen explained to the satisfaction of the Senate what was intended to be done under the operation of the pending bill, and it was passed without a dissenting vote.

The House concurred in the action of the Senate without objection, and with the signature of the President the first chapter in the history of this college was completed.

Two months later public exercises were held, in which the purposes and objects of the deaf-mute college were fully set forth, and within four days thereafter Congress made an appropriation of \$25,000 for the enlargement of the grounds of the institution.

In September of the same year the college began its educational operations with seven students. Private benevolence supplemented the liberal action of Congress, and there was no lack of means for the prosecution of the novel undertaking. Doubts were, however, expressed as to the practicability of affording collegiate education to the deaf and dumb, and many who did not question the feasibility of the enterprise were quick to ask, *Cui bono?*

As the work of the college advanced and its numbers increased, the appeals made to Congress in its behalf called forth serious and sometimes violent opposition, this amounting, in 1868, to a prolonged effort on the part of the then leader of the House of Representatives to destroy the entire institution. But the sympathy and judgment of Congress was not with the enemies of the college. In every struggle the enlightened and liberal counsels of our friends prevailed, and each session of Congress that has passed since the foundation of the college has set its seal of unqualified approval on our work.

We have invited you to join to-day in celebrating our tenth anniversary, and it is appropriate that a brief recital should be made of the results which have crowned the labors of our first decade.

The material prosperity of the institution speaks for itself to the eyes of all beholders. Our little lot of two acres has expanded to a noble domain of one hundred. The frail rustic cottage, through whose slender walls the winter winds whistled and the summer sun scorched, has given way to enduring and beautiful structures.

And the liberality of the Government has not stopped here. Adequate provision has been made for the employment of competent professors and instructors, thus enabling the college to extend its benefits to many whose limited means would not have sufficed to meet all the expenses of an advanced course of study.

The seven youths who sought admission ten years ago have been followed by one hundred and ten others, representing twenty-five States and the Federal District. New England has sent twenty-six, the Middle States twenty-four, the South twenty-six, and the West forty-one, so that it is almost in exact proportion to the population of the several sections of the country that the benefits of this single college for deaf-mutes have been distributed.

And it is asked, "What are these benefits?" It may be replied, They are such advantages for mental and moral culture as are offered to hearing and speaking youth in their higher seminaries and colleges.

Our curriculum of study comprises the higher mathematics, the Latin, French, and German languages; the elements of natural science, including chemistry, botany, astronomy, geology, mineralogy, physiology and zoology; a full course of English philology, and related studies, with ancient and modern history, not omitting proper attention to mental, moral, and political science.

It is too early for us to estimate the full advantages that may be credited to the labors and outlays of our first decade. But even the partial results that are before us may be taken as affording a rich and encouraging return. Twenty who have gone out from the college have been engaged in teaching; two have become editors and publishers of newspapers; three others have taken positions connected with journalism; three have entered the civil service of the Government, one of them having risen rapidly to a high and responsible position; one, while filling a position as instructor in a western institution, has rendered important service to the Coast Survey as a microscopist; two have taken places in the faculty of their *alma mater*, and are rendering valuable returns as instructors, where they were students but a short time since; some have gone into mercantile and other offices; some have undertaken business on their own account; while not a few have chosen agricultural and mechanical pursuits, in which the advantages of thorough mental training will give them a superiority over those less educated.

Six have been called to pass from the life that now is to that which is to come, and all these left behind them bright evidence that they rightly estimated the true issue of life.

One of these sainted alumni, who was in our midst two short months ago, and who would have borne away the highest honors of this day had his life been spared, wrote to his sister, a fortnight before his death, as follows:

"It will take away half the bitterness of death to have been allowed to learn something; to have obtained one glimpse across the hills and valleys away off into that promised land of perfect knowledge, perfect love, perfect purity, where men no longer 'see through a glass darkly;' for such I take to be the true result of study. The more one learns, the clearer does he see God's wondrous goodness, the closer is he drawn to all things holy."

Our first decade is passed. We can write its history, detailing the events of each fleeting month and year; but the full measure of its results can only be rightly estimated by Him whose intelligence can comprehend eternity and infinity. The probable influence in the world for good of the six-score youth who have been taught here, is far beyond the power of mortal computation. For there is an immortality of influence as well as that of individuality, and the impressions we make on others do not die as do the wavelets of sound in the air, or those of water on lake or river. But the most important fact of all in the history of our first decade is that it is only the first, and not the last. While we have cause to rejoice to-day over the fruit of labor past, our greatest reason for congratulation arises from the hopes we are permitted to entertain for the future.

The college for the deaf and dumb is no longer an experiment. Its continued existence is no longer problematical. Laws of the United States are its endowment; lands and buildings held in the name of the Government form its permanent abiding-place. The representatives of our States and people in five Congresses have pledged the nation to its support. Humanly speaking, we regard its perpetuity as insured. For this, and all it suggests of good to be wrought during the decades and centuries yet before us, let us give thanks to-day to Him who while on earth wrought miracles that the deaf might hear and the dumb speak; who is now working greater wonders even than those, and who shall in the fullness of time rule all hearts and join all hands in charity and peace.

The address to the graduating class was delivered by Hon. Lot M. Morrill, Senator from Maine.

Senator Morrill said the candidates were about entering into a new sphere of life, and for their success they had his best wishes. He congratulated them on the achievement of their studies. Of the success of the institution there is every hopeful cheer, and enough has been demonstrated to prove the fidelity of those interested; the success which has attended the institution is attributed to the training received at their hands. He next spoke of the progress of the students, and claimed that in the outer world they would put in practice what they have been taught. This training will enable them to achieve success. But all is not yet accomplished. The education received is only rudimentary.

They must fix in their minds a settled purpose for what they want to

accomplish ; their purpose must be a good one, the higher the better for them and the public ; they must not seek for their own advancement alone, but the public with it.

Early fixing in the mind that society is to be benefited by their actions and progress is necessary. Judgment must be used to insure success, and it must be pursued to the end. Never give up. The field is admirable and the interest is diversified ; they must carry with them the great purpose of never being isolated from the public at large.

The following presentation of candidates for degrees was then made by the president, on behalf of the faculty, to the board of directors :

For the degree of M. A., John Barton Hotchkiss, James Henry Logan, and Joseph Griffin Parkinson.

For the degree of B. A., Edward Lincoln Chapin and John Wilkinson.

For the degree of B. S., Frank Coolidge Davis.

The exercises were then closed with prayer and the benediction by Rev. J. G. Butler, D. D., Chaplain to the House of Representatives.

CONFERRING OF DEGREES.

At the close of the academic year degrees were conferred in accordance with the recommendations of presentation-day, and a certificate of honorable dismissal was given to Jacob H. Knoedler, of Pennsylvania, who had pursued a selected course of study, mainly in connection with the class of 1874.

The valedictory addresses on this occasion were delivered by Edward L. Chapin, of the District of Columbia.

PURCHASE OF KENDALL GREEN.

It is a matter for congratulation among the friends of this institution that the request made last year for an appropriation of \$10,697.46, to provide for an unsettled balance of indebtedness on account of our Kendall Green purchase, was favorably responded to by Congress.

Our beautiful domain of one hundred acres is now entirely free from incumbrance, and the title thereto is vested in the United States, to be held in trust for the purposes and objects indicated by the several acts of Congress relating to this institution.

More than two hundred rods of substantial fencing have been built around the northern portion of the estate. In this work the labor was chiefly performed by the boys of our primary department.

The fences existing around the southern portion of our premises are not of a sufficiently permanent character, and will need to be replaced by something more substantial at an early day.

The roads and drives are in need of considerable repair, and might be somewhat extended, to the great advantage and comfort both of those residing on the grounds and of visitors who are constantly asking admission.

A small estimate is submitted to provide for the improvement of the grounds, which it is hoped may not seem unreasonable. And if Congress would deem it proper to allow a moderate amount annually for this purpose, it will be possible, within a very few years, to increase the beauty and value of Kendall Green to an extent that shall be beneficent, not only to those for whose improvement the institution is sustained, but also the public, which claims, very justly, a right to visit and enjoy the grounds of public institutions.

EXPENDITURES.

The receipts and disbursements for the year now under review will appear from the following detailed statements:

I.—SUPPORT OF THE INSTITUTION.

Receipts.

Balance from old account.....	\$821 39
Received from Treasury of the United States.....	48,000 00
Received for board and tuition.....	1,270 00
Received from manual-labor fund.....	436 50
Received from students for books and stationery.....	407 36
Received for board of servants of instructors.....	297 25
Received for board of horses of instructors.....	221 25
Received for work done in shop.....	191 40
Received from sale of live-stock.....	119 00
Received for rent.....	115 00
Received from sale of gas.....	54 00
Received from sale of old grape-vines.....	40 00
Received from sale of wood.....	18 50
Received for hire of carriage.....	10 00
Received from sale of old carpet.....	5 00
Received from sale of old iron.....	4 93
Received for damage to grounds by cattle.....	6 50
Total	<u>52,018 08</u>

Disbursements.

Expended for salaries and wages.....	\$25,902 95
Expended for groceries.....	4,003 85
Expended for meats.....	3,809 63
Expended for household expenses, including vegetables.....	2,283 09
Expended for butter.....	2,338 05
Expended for fuel.....	2,267 23
Expended for bread.....	1,270 62
Expended for gas.....	1,201 80
Expended for materials and labor for repairs on buildings.....	1,625 35
Expended for paints, oil, and glass.....	753 80
Expended for furniture.....	695 02
Expended for live-stock.....	650 00
Expended for books and stationery.....	629 48
Expended for boots, shoes, and dry-goods.....	467 04
Expended for medical attendance.....	440 00
Expended for feed, fertilizers, and seeds.....	431 41
Expended for lumber.....	363 27
Expended for printing and engraving.....	188 75
Expended for drugs, medicines, and chemicals.....	164 91
Expended for wagon and carriage repairs.....	154 84
Expended for carriage and boat hire.....	103 00
Expended for illustration-apparatus.....	80 00
Expended for blacksmithing and harness.....	134 30
Expended for board of a pupil and tuition refunded.....	56 25
Expended for one coffin and use of hearse.....	50 00
Balance unexpended.....	1,953 39
Total	<u>52,018 08</u>

II.—IMPROVEMENT OF GROUNDS.

Receipts.

Balance from old account.....	\$1,626 19
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Disbursements.

Expended for fencing.....	\$1,170 73
Expended for labor.....	372 21
Expended for trees and shrubs.....	83 25
Total	<u>1,626 19</u>

RESUMPTION OF WORK ON BUILDINGS.

The appropriation made by Congress in June last, of \$29,000, to continue the work on our buildings, has enabled us to enter upon several important improvements. Contracts for the completion of two dwelling-houses have been made, and the work is well under way. It is proposed also to lay the foundations for the college-extension this fall, and work upon the excavation has already begun.

As the appropriation made will not enable us to go further with the college-building than the foundation-walls, we shall make no contract beyond this portion of the work. We venture to hope, however, that Congress will make such appropriation at its coming session as shall enable us to push forward the college extension in the early spring.

The importance of completing this building was urged in our last report in the following terms:

The college-building has stood in an incomplete condition for nearly seven years. Until within the last two years the completed portion sufficed for the accommodation of our collegiate department.

It is now, however, much crowded, and no possibility exists of conveniently accommodating more students, while we have reason to expect increased numbers of applications for admission during several years to come.

Only two rooms in the college-building can be used for recitations, and we are compelled to conduct our class-room exercises in corners of the chapel-hall and in other places temporarily arranged in the central building, all of which are inconvenient and ill adapted for the purposes to which we are compelled to devote them.

The rooms available for students' dormitories ought not to be made to contain more than twenty-five students, while the number at present occupying them is forty-seven.

The plans for the completion of the college-building were not sufficiently advanced at the time of submitting our annual estimates to allow an exact statement of the expected cost of the work. The amount asked for, viz, \$75,000, will, it is believed, be very nearly sufficient to complete the building.

It will not seem inappropriate that a statement should appear in this connection of the amounts hitherto appropriated by Congress for the buildings and grounds of this institution; and that reference should also be made to our ninth annual report, in which the design for our buildings was fully presented to Congress in carefully prepared lithographic drawings, together with an estimate of the contemplated expense of carrying the design into effect.

These plans and estimates have been repeatedly referred to in our reports, and have received the sanction of Congress at almost every session subsequent to their presentation, through appropriations made for continuing the work.

The amount suggested in 1866 as the probable cost of completing suitable buildings and grounds for the several departments of this institution was \$600,000. This did not contemplate the purchase of Kendall Green, which has since been effected, at a cost to the Government of \$80,697.46.

Including the last-named sum, we have the amount of \$680,697.46 as the estimated aggregate cost of completing the institution. This, we believe, will not compare unfavorably with the cost of such Government establishments as the Military and Naval Academies, and the Insane Hospital of this District, or with many of the recently-constructed State institutions.

The appropriations made under this estimate, together with all previously made for similar objects, have been as follows, viz:

For the purchase of land in 1864.....	\$26,000 00
For the purchase of land in 1867.....	9,000 00

For the purchase of land in 1872.....	\$70,000 00
For the purchase of land in 1874.....	10,697 46
Total for land.....	<u>115,697 46</u>
For the erection of buildings in 1862.....	\$9,000 00
For the erection of buildings in 1865.....	39,445 87
For the erection of buildings in 1866.....	46,740 00
For the erection of buildings in 1867.....	54,675 00
For the erection of buildings in 1868.....	48,000 00
For the erection of buildings in 1870.....	94,087 00
For the erection of buildings in 1871.....	18,000 00
For the erection of buildings in 1874.....	29,000 00
Total for buildings.....	<u>338,947 87</u>

It thus appears that the whole amount appropriated for the purchase of land and erection of buildings, viz, \$454,645.33, falls short of our original estimates more than \$226,000.

Allowing that the expense of completing the college-building may reach \$100,000, and that \$25,000 may be required to build all connections, and provide for certain alterations in the older sections, there will still remain a margin of \$100,000 uncalled for.

In view of all which, we may perhaps be permitted to congratulate ourselves and the Government that an important public work is so nearly completed at a cost so much less than was originally estimated.

ESTIMATES FOR NEXT YEAR.

The following estimates of appropriations required for the service of the fiscal year ending June 30, 1876, have already been submitted.

For the support of the institution, including salaries and incidental expenses, and \$1,500 for books and illustrative apparatus, \$49,000.

For continuing the work on the erection and fitting-up of the buildings of the institution, in accordance with plans heretofore submitted to Congress, \$75,000.

For the improvement and care of the grounds of the institution, \$4,000.

In the appropriation for current expenses provision is made to pay for Dr. Baker's library, already referred to in this report, the value of which is fixed at £250 sterling; otherwise the amount remains as for the present and two past years.

The other estimates, the needs for which have been fully set forth, are presented in the belief that the enlightened liberality of Congress, which is gratefully appreciated in every section of the country, will carry to speedy completion the work it has so generously and uninterruptedly sustained in the interest of the higher education of the deaf and dumb.

All of which is respectfully submitted by order of the board of directors.

EDWARD M. GALLAUDET,
President.

Hon. COLUMBUS DELANO,
Secretary of the Interior.

APPENDIX.

CATALOGUE OF STUDENTS AND PUPILS.

IN THE COLLEGE.

- From Connecticut.*—Gorham Dummer Abbott, Herman Erbe, Warren Lacey Waters.
From Delaware.—Theodore Kiesel.
From Illinois.—James Scott Fleming, Abram Stryker Gardner, Frank Ross Gray, James Morline Tipton.
From Indiana.—Orson Holloway Archibald, Edward Stretch.*
From Iowa.—Frank Caleb Holloway, George Moredock Teegarden.
From Kansas.—Clarence Alfred Corey.
From Kentucky.—Dudley Webster George.
From Maine.—John Emery Crane, Roscoe Gage Page.
From Massachusetts.—Frank Coolidge Davis, Edwin Wellington Frisbie, John Albert Prince, Wilbur Norris Sparrow, Stanton Foy Wheeler, Henry White, jr., John Wilkinson.
From Michigan.—William Major Allman, Allie Washington Hamilton, David Sidney Rector, jr., Delos Albert Simpson.
From Minnesota.—James Martin Cosgrove.
From Mississippi.—Robert Dameron Hazelett.
From New York.—Ranald Douglas, William George Jones.
From North Carolina.—Joseph Milton Mallett.
From Ohio.—Samuel Mills Freeman, Augustus Barney Greener, Lewis Lee James, Elias Myers, James Martin Park, Albert Charles Powell, Charles Merrick Rice, Charles Edgar Thorpe, Lester Delos Waite.
From Pennsylvania.—Jerome Thaddeus Elwell, Martin Curran Fortescue, William Ellis Grime, John Christian Lentz, William Wesley Swartz.
From Rhode Island.—William Charles Pick.
From Tennessee.—James Wesley Kidd, William Frank Pope.
From Vermont.—George Franklin Cutter.
From Virginia.—John Walter Michaels.
From Wisconsin.—James Curtis Balis, Alfred Wright Goold, James Joseph Murphy, James Alexander Rutherford.
From the District of Columbia.—Edward Lincoln Chapin, Arthur Dunham Bryant.

IN THE PRIMARY DEPARTMENT.

FEMALES.

Mary M. Barnes	District of Columbia.
Justina Bevan	Maryland.
Louisa Yocum Fisher	District of Columbia.
Grace A. Freeman	Maryland.
Sarah A. Gourley	Maryland.
Mary Hawkins	District of Columbia.
Lydia Leitner	Maryland.
Caroline Mades	District of Columbia.
Elizabeth McCormick	Maryland.
Mary E. McDonald	District of Columbia.
Sarah E. Preston	Maryland.
Georgiana Pritchard	Maryland.
Amelia Riveaux	District of Columbia.
Margaret Ryan	District of Columbia.
Josephine Sardo	District of Columbia.
Sophia R. Weller	District of Columbia.

* Deceased.

MALES.

Joseph Barnes.....	District of Columbia.
Wilbur Fish Bateman.....	District of Columbia.
Edward T. Burns.....	District of Columbia.
Elmer E. Butterbaugh.....	District of Columbia.
Enoch G. Carroll.....	District of Columbia.
Edward Carter.....	District of Columbia.
Edmund Clark.....	District of Columbia.
William A. Connolly.....	District of Columbia.
Douglas Craig.....	District of Columbia.
Robert W. Dailey.....	District of Columbia.
John W. Dechard.....	District of Columbia.
William F. Deeble.....	District of Columbia.
Alexander W. Denis.....	District of Columbia.
Abram Frantz.....	Pennsylvania.
Thomas Haggerty.....	District of Columbia.
Edward Humphrey.....	District of Columbia.
William Kohl.....	District of Columbia.
William Moriarty.....	District of Columbia.
William H. Myers.....	District of Columbia.
William E. Northrop.....	Michigan.
John O'Rourke, jr.....	District of Columbia.
Columbus A. Rhea.....	Virginia.
William J. Rich.....	District of Columbia.
William H. Richards.....	District of Columbia.
Moses Robinson.....	District of Columbia.
Frank Ashley Scott.....	Kansas.
Calvin F. Stephens.....	Pennsylvania.
Henry Trieschmann, jr.....	Maryland.
John W. L. Unsworth.....	District of Columbia.
John C. Wagner.....	District of Columbia.
Nelson White.....	District of Columbia.
Louis Whittington.....	District of Columbia.
Francis G. Würdemann.....	Kansas.

REGULATIONS.

I. The academic year is divided into three terms, the first beginning on the last Thursday in September, and closing on the 24th of December; the second beginning the 2d of January, and closing the last Thursday before Easter; the third beginning the first Tuesday after Easter, and closing the last Wednesday in June.

II. The vacations are from the 24th of December to the 2d of January, and from the last Wednesday in June to the last Thursday in September.

III. There are holidays at Thanksgiving and Easter.

IV. The pupils may visit their homes during the regular vacations, and at the above-named holidays, but at no other time, unless for some special, urgent reason, and then only by permission of the president.

V. The bills for the maintenance and tuition of pupils supported by their friends must be paid semi-annually, in advance.

VI. The charge for pay-pupils is \$150 each per annum. This sum covers all expenses in the primary department except clothing, and all in the college except clothing and books.

VII. The Government of the United States defrays the expenses of those who reside in the District of Columbia, or whose parents are in the Army or Navy, provided they are unable to pay for their education. To students from the States and Territories who have not the means of defraying all the expenses of the college course, the board of directors renders such assistance as circumstances seem to require, as far as the means at its disposal for this object will allow.

VIII. It is expected that the friends of the pupils will provide them with clothing, and it is important that upon entering or returning to the institution they should be supplied with a sufficient amount for an entire year. All clothing should be plainly marked with the owner's name.

IX. All letters concerning pupils or applications for admission should be addressed to the president.